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The foremost educational problem today is inequality of education resulting from geographic location. What will be the response of teacher education to this problem? In 196?, the American educational dilemma is economic, political, scientific and technical, humanistic, social, private as well as public, and professional. A revitalized system of education is needed; the task of the 1200 colleges and universities that prepare teachers is formidable. To obtain charismatic teachers who are successful, exciting people, salaries must be increased and full-time and shared assistants used to relieve routine drudgery. Moreover, selectivity is necessary, eliminating rigid credit-hour requirements in favor of emphasizing experiences and accomplishments. It is necessary to obtain more flexible teacher certification and reciprocal agreements among all states. Frontiers to be investigated include occupational education, early childhood development, and research evaluation. Interinstitutional cooperation between school systems and teacher preparatory institutions is required. Perhaps colleges and universities could contract with school systems to manage problem-plagued schools, thus improving the image of these schools and providing freedom necessary to facilitate innovation and to study the learning process. (SG)

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teachers:

the need and the task

BY FELIX C. ROBB

THE NINTH CHARLES W. HUNT LECTURE OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

1968

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The First Eight Lectures

1960—The Dimensions of Professional Leadership
Laurence DeFee Haskew
Vice-Chancellor
University of Texas, Austin

1961—Revolution in Instruction
Lindley P. Stiles
Dean of the School of Education
University of Wisconsin, Madison

1962—Imperatives for Excellence in Teacher Education
J. W. Maucker
President
State College of Iowa, Cedar Falls

1963—Africa, Teacher Education, and the United States
Karl W. Bigelow
Executive Officer
Afro-Anglo-American Program
Teachers College, Columbia University
New York City

1964—Teacher Certification: The Restricted State Approved Program Approach
James B. Conant
President Emeritus
Harvard University, Cambridge

1965—Perspective on Action in Teacher Education
Florence B. Stratemeyer
Professor of Education
Teachers College, Columbia University
New York City

1966—Leadership for Intellectual Freedom in Higher Education
Willard B. Spalding
Director
Coordinating Council for Higher Education
Sacramento, California

1967—Tradition and Innovation in Teacher Education
Rev. Charles F. Donovan, S.J.
Academic Vice President
Boston College
Chestnut Hill, Massachusetts

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The Lecture Series

The CHARLES W. HUNT LECTURE, to be given for a period of ten years at the Annual Meeting of The American Association of Colleges for Teacher Education, commencing in 1960, was established by action of the Executive Committee of the Association. The Lecture Series is conceived as a professional tribute to the long years of leadership and service which Dr. Charles W. Hunt has given to teacher education as a teacher, a university dean, a college president, secretary-treasurer of The American Association of Teachers Colleges, secretary-treasurer of The American Association of Colleges for Teacher Education, and a consultant to the Executive Committee of AACTE.

Charles W. Hunt has combined vision with practicality in encouraging voluntary cooperation among higher education institutions for the improvement of teacher education. The AACTE is proud to acknowledge its great respect and appreciation for Dr. Hunt's educational statesmanship, his devotion to teacher education, his insights into human behavior, and his personal friendship.

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A Life Devoted to Education

CHARLES WESLEY HUNT, born in Charlestown, New Hampshire, October 20, 1880, educated at Brown University (A.B. 1904), Columbia University (A.M. 1910, Ph.D. 1922); teacher of English, Vermont Academy, Saxtons River, 1904-06; Moses Brown School, Providence, Rhode Island, 1906-08; teacher, Horace Mann School, Teachers College, Columbia University, 1908-09; supervising principal, Union School, Briar Cliff Manor, New York, 1910-13; supervisor, Children's Aid Society Schools, New York City, 1913-14; assistant secretary, Teachers College, Columbia University, 1914-16; vice-principal, Horace Mann School, New York City, 1918-21; director of extra-mural instruction, University of Pittsburgh, 1921-24; acting dean, School of Education, University of Pittsburgh, 1923-24; dean, Cleveland School of Education, 1924-28; professor of education and dean, School of Education, Western Reserve University, 1928-33; principal, New York State Normal School, Oneonta, New York, 1933-42; president, New York State Teachers College, Oneonta, New York, 1942-51; secretary-treasurer, American Association of Teachers Colleges, 1928-48; secretary-treasurer, The American Association of Colleges for Teacher Education, 1948-53; consultant to AACTE Executive Committee since 1953.

DR. FELIX C. ROBB holds the A.B. degree from Birmingham-Southern College, the M.A. from Vanderbilt University, and his doctorate from Harvard University. He was a public school teacher in Alabama, and was later an instructor of English, alumni secretary, then registrar at Birmingham-Southern College. During World War II he served as a Naval officer in Fleet Air Wing 15 in the Mediterranean Theater of Operations.

In 1947 Dr. Robb became assistant to the president of George Peabody College. For seven years he was dean of instruction there. From 1958 to 1960 he was chief of staff of the Study of the College and University Presidency, with offices in New York and Princeton. In 1961 Dr. Robb was elected president of Peabody, a post he held until July 1966, when he assumed his present position.

Felix Robb has long been actively involved in educational, civic, and religious activities and organizations at national, regional, state, and local levels. He is the author of more than fifty professional publications and monographs. He is chairman of the federal government's Southeast Regional Manpower Advisory Committee and is a member of Phi Beta Kappa, Rotary, U.S. Department of Labor's Committee on Specialized Personnel, NEA's Citizenship Committee, American Council on Education's Joint Committee on Business and Education, and the Board of Trustees of the Association for Educational Data Systems.

TEACHERS: THE NEED AND THE TASK

Felix C. Robb

The Ninth Charles W. Hunt Lecture

**Presented at the Twentieth Annual Meeting of
The American Association of Colleges
for Teacher Education
Chicago, Illinois
February 14, 1968**

I am honored to present the ninth Charles W. Hunt Lecture to this distinguished gathering of national leaders in the education of teachers. This lecture annually recognizes the work and worth of thousands of teachers of teachers and most especially honors a great man, a pioneer and leader-ahead-of-his-time in teacher education, our own beloved Charlie Hunt. This occasion also affords us opportunity to look at ourselves, our institutions, and our profession.

If you detect in the abbreviation of my title (TNT) the possibility of a sudden released strong force, do not expect an explosion tonight. I only intend to light a few fuses that have been lighted before. Whether they fizzle out again or detonate on campuses with sufficient force to shake up faculties, administrations, and curriculums remains to be seen. The matter is largely in your hands.

Ever since the establishment of the first schools in this country, we who teach have occupied a pivotal position in the society. Heirs to a tradition of expanding and improving education, we and our forebears have compiled a record of substantial achievement. Let us recognize with modesty what has been wrought: not a perfect, or adequate, system of education—just the world's best for the largest number of people. For this I wish to pay tribute to the teachers and administrators of our schools, to the institutions and individuals preparing these teachers, and to the millions of American citizens who support schools with their money and challenge us with ever rising expectations. In the light of the critique that shall follow, it is important to recognize the enormous value and contribution of our schools and the quintessential role of teacher education in their development.

Education in America is highly pluralistic. To keep it democratic, close to the people, we have evolved through delegation of authority and other means such a dispersion of controls and influence and such variation in levels of financial support that wide and intolerable differences exist in quality ranging from the worst to the best schools in the land. This situation, which links degree of educational opportunity to geographic location, constitutes our most vicious and self-perpetuating form of public discrimination and national stupidity. It is an incongruous and indefensible circumstance in a country that espouses equality of opportunity for all and which has the resources to make good its promise. This is our Number One Educational Problem. With respect to this and other issues I will raise, I ask: What is teacher education's response?

Inherent in the huge educational enterprise required to serve our population of 200 million are many remarkable achievements, but many problems and deficiencies. The larger and more diverse the total system becomes, the more difficult it is to modify it to fit new conditions, to manage it effectively and efficiently, and to make it function well in the service of individual learners and in the national interest.

Education in this country engages more than sixty million people as students, teachers, specialists, or administrators. Twelve hundred colleges and universities have educated the two million teachers and administrators who staff our elementary and secondary schools. Of these institutions, the 774 AACTE members bear most of the responsibility and provide most of the leadership in teacher education. Currently, the preparation of new teachers is divided almost equally in numbers among three types of institutions: the large universities, the colleges whose historic and major purpose is to educate teachers, and the liberal arts colleges interested in teacher preparation. The member institutions of AACTE are the chief recruiters and molders of America's teaching force for its nonprofit public and private schools. These colleges and universities are the principal centers for research and study about learning and teaching. They have the brainpower to create innova-

tions and models for use in the schools. They carry out an important function in the continuing education of teachers in service. They analyze and advise school systems. They influence governmental programs in education at all levels. They have leverage.

But I fear that many teacher education institutions are not employing this leverage in a sustained attack upon the deepest problems that confront our troubled society. Not enough have we prepared our graduates mentally, emotionally, or professionally to grapple with the societal ills which we ourselves often lament but leave to other agencies. Young people have the energy, the ability, the idealism, the courage, and the inner drive required to be successful where we have failed. If we will identify what it is urgent to do, they will find a way to do it, and in the doing discover new value and new relevance in their academic and professional studies. Is teacher education responding with appropriate speed, vision, and vigor to this challenge? We must respond: we must be willing to move that "graveyard" called the curriculum, we must teach in terms that are relevant to the needs of a society that has a right to expect more from us, or else we risk the creation of new action agencies in the field we have long regarded as our private province.

Because a turbulent world is the true context of teacher education, I invite you to examine the prospect for a different world in the future and our role in dealing with problems that plague us and narrow the perimeters of hope for millions of citizens. You who are the teachers of teachers can help fill the appalling leadership gap in the critical and sensitive area of human relations. You can create imaginative new programs to put the energies and talents of teachers more directly on target; and you can occasionally resist another shining little innovation in order to consolidate gains and to follow through with what is already known to do but not done.

It is inconceivable that "business as usual" will get us to the year 2000. Therefore, I challenge the AACTE, as our "chosen instrument" in teacher education, to restudy our priorities and to outline

boldly our options. I propose that we collaborate in a major reorientation of teacher education that can cope better with emerging educational dilemmas and with the needs of a changing society in a nation under stress.

The option to act is ours today. Tomorrow our options may be fewer and more circumscribed. Either we get our educational house in order or someone else will order it for us. Either we perceive better the problems and forces at work and build educational programs and responses to influence, reinforce, or redirect these trends as needed or vast pressures building up both inside and outside the society will explode with damaging, if not irreparable, results.

I. The Need

It is never easy or simple to identify, let alone comprehend fully, the nature and scope of our educational needs. The forces and influences that shape our lives and our educational programs and institutions are often less personal and local than they are global conditions in the never-ending struggle between freedom and enslavement, between enlightenment and ignorance, between health and disease, between peace and war, between wealth and poverty, between government and anarchy, between good and evil. These great polarities are strikingly vivid in their contrasts and leave no comfortable middle ground. These forces pull and tug at us and destroy our sense of wholeness.

Though we are staggered by the complexity, the enormity, and the universality of human issues and problems, let us be optimistic enough to believe there is no human condition so oppressive, so pervasive, or so difficult as to be immune to solution or amelioration by individual and collective efforts based on sound knowledge, concern, courage to act, and willingness to invest and sacrifice to achieve desired ends. Without such optimism, teaching and learning would be little more than exercises in futility.

International Dimension

The American educational dilemma is *international*. With tension mounting in scores of the

earth's "hot spots," the United States is straining in a necessary effort to maintain equilibrium among the mature and the emerging nations of the free, the communist, and the uncommitted worlds. The large context for our lives is the perimeter of freedom.

Can we maintain or expand the perimeter of freedom? We see around the world two vast ideological systems in conflict: communism and democracy. In the process of interaction, each system is influencing the other. Education has its role to play in that confrontation, and teacher education institutions should remember that love of freedom is not inborn: it must be learned.

If peace—a remote prospect at the moment—comes, the educational and manpower implications would be enormous. Momentary dislocations would be more than offset by the unprecedented billions of dollars that would be available for domestic purposes, including education, and for alleviation of poverty and degradation throughout the world. Barring total war and destruction, the world will be made smaller, more interrelated, and more interdependent by modern transport and by a communications revolution.

Last month Dr. Ralph E. Lapp, nuclear scientist who worked on the original atomic bomb, told a college audience: "If half our 1,710 strategic missiles are converted into multiwarhead configurations, the United States will have eighteen times the kill capacity required to knock the Soviet Union out of the twentieth century." If the reverse of this is similarly possible, civilization may be on the brink of the ultimate catastrophe: incineration. To reduce that likelihood, every resource at our nation's command—including teacher education—should be bent toward the creation of a workable peace, and simultaneously, toward the mental, moral, and physical stamina required to endure if peace is not forthcoming.

We must recognize ourselves for what we have become—an affluent, envied minority in a hostile world ready to explode. Two-thirds of the earth's population is sadly underfed and ill housed. Few people in the United States die of starvation, but millions in India and other depressed countries die each year from malnutrition and hunger.

The world's explosive birth rate rivals nuclear warfare as a threat to mankind. Sixty-five million babies joined the human race last year. Millions of them, according to Dr. J. George Harrar, population expert and president of the Rockefeller Foundation, were "unwanted, unplanned for and cannot be properly fed, clothed, housed, and provided with educational and other opportunities. . . . "[1]

This problem seems remote to Americans who at the moment are comfortably shielded from its effects. But unless the world's population is stabilized, pressures will build up within this century to threaten not only every man's chance for fulfillment but his chance for survival.

The base for world understanding is education. Irrespective of their levels or fields of concentration, prospective teachers need an introduction to the countries and cultures of the world, a substantial experience with at least one culture other than their own, and evidence that their professors recognize education's expanding international dimension. Members of AACTE, what will be your response?

Economic Dilemma

The American educational dilemma of 1968 is *economic*. Local, state, and federal governments have large but inadequate resources with which to meet present needs, not to mention future demands; and this despite the fact that we are at the highest peak of prosperity in our history. With escalating costs of war and defense and the world monetary situation in doubt, we must be prepared to meet our educational commitments even if a further spiral of hurtful inflation comes, or if we should experience the often-predicted downturn labelled a "recession."

Especially critical are the financial troubles of large cities and the rural areas. Neither in ghettos nor in impoverished small towns and rural areas are salaries and other working conditions adequate to attract and hold a sufficient number of teachers of quality.

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[1] Harrar, J. George. "Survival or Fulfillment." An address given at California Institute of Technology, March 7, 1967. p. 3.

Teacher education institutions should not remain passive toward the consolidation of weak school districts into strong multidistrict or multicounty school systems that can cooperatively create cultural concentrations, facilities, and central services comparable to those in the better urban and suburban school systems. People are frustrated by their own traditions, loyalties, and jealousies that resist restructuring and reformation through multicounty and interstate coordinated attacks on educational problems that extend beyond the means of small or weak local school districts. They desperately need enlightened leadership in facing this issue.

Pending significantly higher minimum standards of quality imposed by states and maintained by increased and redistributed state and federal revenues, the pooling of resources to form stronger, larger schools is the only means of combating the shocking maldistribution of teaching competence that exists throughout the United States.

As regional accrediting agencies move slowly from a school-by-school to a system-wide basis for assessing quality, communities and states will be receiving clearer pictures of their educational strengths and disabilities. Meanwhile, a nationwide in-depth analysis of the distribution of financial resources in relation to quality among schools and school districts is overdue. The implications for teacher education of a study of where our best prepared teachers live and work are obvious. Can it be undertaken, or at least be promoted, by AACTE?

Of deepening concern, both around the world and here at home, are the contrasts between wealth and want, between conspicuous affluence and dire poverty. Millions of Americans, including teachers, are improving their economic position through education; but other millions, many of whom neither read nor write the English language acceptably, are caught by the sharp decline in need for unskilled labor and their lack of education. What, for example, is teacher education's response in behalf of two million children who come to our public schools speaking a language other than English?

Politics

The educational dilemma is *political*. The full impact upon education of the recently affirmed principle of "one man, one vote" has not yet been felt as power shifts from rural areas and small towns to the big cities.

Organized political activism of teachers is a phenomenon which will accelerate. It assumes that every major policy decision in education is a political decision. It also assumes that teachers are now preparing to stop subsidizing poor schools by working in woefully inadequate circumstances and are intending to win more victories at the ballot box.

There is abundant evidence that the United States lags behind several other countries in the active involvement of its citizens in democratic processes. Teachers, above all others, should be exemplars in political citizenship—individually informed, involved, active. This desired state of political sophistication and participation is more likely to characterize teachers if they have been grounded while still students in their citizenship responsibilities and their political rights as teachers. It is not enough to leave this important aspect of education to happenstance. What is your institution's response?

Science and Technology

The educational dilemma is *scientific* and *technical*. On December 15, 1967, it was announced to the world that scientists had synthesized the viral DNA molecule which can reproduce itself inside a cell and generate new viruses. The creation of life is a monumental landmark along a path of brilliant accomplishments in the physical and natural sciences.

Engineering genius and technological know-how have sent missiles to the moon, split the atom, transplanted a human heart, created television, and invented the digital computer. These and other notable achievements are altering our lives in significant ways.

In the sciences we find the most dramatic example of the "knowledge explosion." The power of knowledge is manifest as never before. The learned scholar who once could live out his days quietly

in an academic "ivory tower" now finds his knowledge and his services both needed and salable in the marketplace. In science, knowledge is power and is reported to double every fifteen years. The parallel obsolescence is perhaps even more difficult for us to cope with, for people do not like to hear that what they know is not so. Despite growing awareness among educators of the fallibility of facts, there lingers in the schools an inordinate reverence for them (facts, that is). Is this because concrete bits of data are comforting in a time of rapid change and unsettling social conditions?

Be that as it may, science, mathematics, and technology have shaped our world, industrialized us, built our cities. The tools of science and technology moved us first around the seas with venturesome argonauts, then upward into outer space with astronauts, and now downward into the depths of the sea on the courage and skill of our newest breed of explorer, the aquanaut. These and other epic events in man's conquest of his environment pivot around people whose cultivated talents and inquiring minds were stimulated by perceptive teachers.

It now remains for teachers to utilize the new science of learning and the technology of instruction. Leaders of teacher education, *repondez, s'il vous plait.*

Arts and Letters

Our dilemma is *humanistic.* Whether growth of the creative arts and belles lettres would have been comparable to scientific accomplishments had the pre- and post-World War II investments in science and technology been matched by underwriting the work of painters, sculptors, composers, musicians, poets, novelists, and philosophers is a matter for sheer conjecture.

For too long, the once dominant and proud humanities have received only token support for research and development. Yet this deprivation has perhaps encouraged a renewal of concern for good teaching, for ideals, and for values. It is to the humanists we look for a kind of guidance which no amount of scientism or materialism can provide.

Music and art have not yet made their maximum impact on our culture. If there is today a dearth of new literature and music of epic quality, does teacher education share somehow in this failure? What can the teachers of teachers do to help make good on the artistic, literary, and musical birthright of every child?

Social Progress

The educational dilemma is *social*. Belatedly, we in teacher education are aware and concerned that sizable segments of our population have too long been denied their share in the benefits of a free, open, democratic society. These segments include fourteen million impoverished people in rural America, the millions who live in deteriorating urban ghettos, the Indian Americans, the Mexican Americans, and most of twenty million Negro Americans. These and others like them have been trapped by isolation from society's mainstream by low educational levels, by lack of marketable skills in an era of rapid technological advancement, by the national "bottleneck" of inadequate guidance, by non-availability of appropriate vocational education, by inadequate health care, by weak schools —by a set of interlocking conditions that tend to perpetuate a vicious cycle of deprivation, low aspiration, impoverishment, and frustration. The opportunities and contributions of underdeveloped, under-utilized people can be vastly enlarged for their own benefit and for the benefit of all. This should be done because it is *right*. This should be done *in spite of* riots, *in spite of* threats to immobilize cities, *in spite of* admonitions to burn, to kill, to destroy. With massive, concerted, sincere drives to eradicate the causes of human blight, we can and we must build a good society for all citizens.

Deterioration in the stability of the American family continues to place added burdens on schools and teachers. The rise in crime and juvenile delinquency is surely related to failures of the home and family. This problem of society gallops with the growth of cities and appears to be related also to quality of teaching and the student's perceived relevance of school to his needs and interests. The decline of religion

as a guiding, or restraining, force in American life has also made a difference.

One in every five American families changes habitation each year. The mass migration from rural areas to the cities has created enormous problems for both city dwellers and those who remain on farms and in villages. Of late, the nation's conscience has awakened to the plight of the decaying "inner city." But as a significant new study entitled *The People Left Behind*[2] states, the rural poor have few spokesmen. Only recently has there been an awareness that riots in the cities have roots in rural poverty.

We cannot afford a plateau or a moratorium on progress in human rights. The radicals say education is too slow a process. It is up to us to disprove that assertion and to make teacher education a powerful catalyst in the expansion of opportunity, especially for those who suffer the cumulative effects of long-time poverty and cultural deprivation.

Our colleges and universities can become more vital places linked meaningfully to the greatest crusade in our nation's history if we will send a powerful and ever-growing stream of our best young teachers into the ghettos and the rural poverty pockets. We can help turn these rugged jobs into challenging, prestigious adventures in learning and living. We can do this for America. What will be our response?

Needed Coalition

The dilemma of American education is *private* as well as *public*. No longer can our deepest problems be resolved by government alone. To look upon federal aid to education, or a federally guaranteed annual wage, as the ultimate panacea is a serious mistake. This attitude could lead to an ultimate dependence and a degree of collectivism that would hamper individual enterprise. Only a new partnership of the private and public sectors —government at all levels working effectively with business, industry, agriculture, labor, education, and the grossly underestimated human welfare or-

[2] A Report by the President's National Advisory Commission on Rural Poverty. Washington, D.C., September 1967.

ganizations supported by religious groups—only an effective coalition of these agencies can match our aspirations and needs with the human and natural resources required to create communities that approximate the good society. The private sector has yet to be heard from fully, effectively. It can play a decisive role in meeting challenges and in providing leadership required to build a better order.

Our Profession

The educational dilemma is *professional*. The teaching profession is at this moment in considerable disarray. Are we headed toward a divided profession, with teachers in one camp and administrators in another? Are we to see local school boards buffeted like shuttlecocks in a badminton game between the forces of NEA and the rising group known as AFT? Is tough power politics the only way to gain the dramatic improvement in teacher salaries that must come if we are to maintain and develop quality in schools? Are we forever going to fail to discriminate between important research and the flood of junk that masquerades under that label? Are we content with the interminable lag between the best that is known and the dissemination of such information to every school system for use and implementation? Are we who know the circumstances from the inside going to continue to sit around and tolerate the vast discrepancies in quality (and hence opportunity) between the best-financed, best managed, most excitingly effective schools and those numerous weak, drab caricatures that deny millions of youngsters a fair chance at the starting line?

The Year 2000

Speculation about life in the year 2000 is currently both a favorite parlor sport and a serious concern of scholars. It is important that leaders in teacher education join influentially in such speculation and in serious planning for the twenty-first century. In this effort, participation with representatives of all the disciplines and with people from every segment of our society would be invaluable for education, especially in clarifying

what kinds of teachers will be needed in the future.

Educational institutions notwithstanding, continuity of wisdom is so denied by the phenomenon of death and the willful avoidance of history's warnings in favor of firsthand experience that the human race has learned little from its mistakes of the past. The increased emphasis of ebullient youth upon the "now" (the vivid present) instead of the "then" (the dim past) and the growing dominance of youths twenty-five years of age or under in our country require a new basis for strategies of national survival and individual fulfillment.

The vectors of force leading from 1968 to the year 2000 can best be employed to produce the hoped for "good society" if communities and nations develop comprehensive long-range plans incorporating all predictable factors and applying their highest intelligence and greatest political finesse to the systematic discovery of solutions to problems and to the identification of all reasonable routes to achievement of agreed goals. The effort would evolve in three phases. The operational responsibilities of teacher education would be a part of phase three.

First, we need charismatic political leadership of unprecedented quality to carry the nation through a democratic determination of national long-range goals and the means to achieve them. These means, based upon a synthesis of pertinent facts and assumptions, would include all rational routes to the desired goals with a timetable for intermediate targets. A "critical path" approach to the timing and direction of energy would reveal the state of progress at any given moment.

Second, using a systems approach, a comprehensive plan would be developed for achievement of the agreed goals for the nation and its communities. A stabilized population of perhaps 300 million Americans beyond the year 2000 would be hypothesized. Including the most advanced thought from the new field of ekistics, the plan would accommodate a lessening distinction between urban and rural living. Habitation would be developed in well-spaced corridor city-states linked to far-flung work, education, and recrea-

tional opportunities by fabulous transportation and communications systems.

As the American Academy of Arts and Sciences has indicated, analysis and future planning should include factors such as governmental structures; community organizations; population density, privacy, and interaction; biological factors in genetics and personality; intellectual institutions; adequacy of resources and energy sources; population and age; control of the environment; education and training; human capital, meritocracy; ethnic minorities; use of leisure; the planning process; and the international system.[3]

Only the finest specialized and general intelligence drawn from the ranks of humanists, scientists, and social scientists can produce a workable design for a better society. Built into the design would be a massive program of demolition, renovation, and construction in every area of human activity to rectify the results of past mistakes. New policies and procedures would minimize their repetition.

Third, to reap the potential benefits of cybernetics, automation, and industrial society and to help insure a wise and just redeployment of human and natural resources, we need a revitalized system of education, including teacher education, that emphasizes man's humanity and prepares him for the profitable use of his knowledge, energy, and time.

I do not agree with those who say that machines will soon cause us to run out of useful work to do. But no amount of technological brilliance can save us from chaos unless education provides citizens with an understanding of their world and the nature of man, with a broad background in ways of learning, with more adequate career guidance, and with a strong commitment to the only society that can be truly democratic—a society of learners with abundant formal and informal educative experiences universally utilized from the cradle to the grave.

II. The Task

The task of 1,200 colleges and universities that prepare teachers for America's schools is formi-

[3] *Daedalus* 96:653-4; Summer 1967.

dable now and will become more so as we move toward the twenty-first century. I happen to believe the task of teacher education was not properly conceptualized at the outset, and we have been a long time overcoming that handicap. Very early we compromised with quality and settled for a hodgepodge of teachers ranging all the way from the stunningly effective to the not-so-warm bodies. We settled for too many schoolkeepers who could fill a vessel but couldn't light a flame.

A dichotomy was created: professional educators overstressed techniques and underplayed the art and science of teaching while their academic brethren haughtily ignored schools and children. Too often teaching candidates were fed pap when what they needed was a diet of substance plus fruitful intellectual and professional friction with fellow students, professors, teachers in service, and children in learning situations.

Today elementary and secondary schools command better attention, and it is to their credit that universities and colleges are increasingly applying their full resources to the important business of educating teachers.

"Turned on Teachers"

Most of all, we ignored the fact that teachers, to be successful, must be exciting people. We produced too many teachers of the placid kind that students forget, or wish they could forget, instead of the memorable facilitators of learning they never forget. The cardinal sin of teaching is, and always was, dullness.

Of course we wanted gifted teachers with subject matter breadth and strength in a specialty. Of course we wanted professionally minded, technically skillful practitioners. Of course we wanted persons of character and emotional stability. Naturally we wanted dedicated career teachers. But we screened out some potential candidates because they didn't fit our stereotypes. We all but posted a warning sign, "No Boat-Rockers Allowed." We failed to put a premium on a precious ingredient: charisma.

The teaching profession needs one million "turned on" teachers who have the drive as well as the competence to make an adventure of every

hour in the classroom: teachers who are fired from the heart as well as the head, and who are inventive enough to make learning synonymous with living. We need inquiring provocators, arousers of those "sleeping giants," the talented ones; developers of children in the great mid-ranges of ability; and patient, sensitive guides for those pupils whose special conditions of body and mind limit them and call for our best effort.

It is improbable that electrifying teachers for the elementary and secondary schools can be produced in large numbers except by "turned on" professors in the colleges and universities. These inspiring models of pedagogical excellence are in short supply. Nevertheless, there are more artists in collegiate classrooms than commonly are recognized. Administrators, and even faculty committees, can more readily count items in a bibliography, or dollars in a research grant, than they can know the number of times students are carried to the top of Mt. Olympus for a thrilling intellectual experience. Any university that downgrades teaching by failing to reward exceptional teaching power in a measure comparable to research competence is an unfit place in which to prepare teachers.

Salaries and Selectivity

How can we rebuild the teaching profession around a strong corps of one million well qualified learning catalysts? To begin with, salaries must be increased sufficiently to attract and hold a larger share of the best minds and personalities. Realistically, this will never take place in an adequate dimension if the only approach is to be a prolonged sequence of demands for across-the-board increments of improvement for an ever-enlarging teaching force.

Neither the teachers' union nor the NEA and its affiliates are apt to look with favor on any system of teacher evaluation leading to merit pay. But merit pay offers one alternative which could be quickly funded to double the upper salary limit for teachers with maximum education, experience, and competence. Many citizens feel it is unfair and unfortunate to reward the least effective and the most effective teachers in a lockstep of iden-

tical remuneration based solely on length of tenure.

I am convinced that the combination of circumstances confronting us—such as economic stress (including taxpayer resistance, rising demands to show cause, and efforts to reduce deficit spending) and the absolute necessity of increasing salaries for teachers of greatest competence, experience, and dedication, plus the need to have more children sharing the benefits of learning under the tutelage of lively, inventive, exciting teachers—the combination of these factors dictates a drastic revision in qualifications for membership in the teaching profession. Instead of applauding NEA's goal of two million members, I raise today this question: Why not *one* million well qualified, genuinely professional teachers in the membership by 1978?

If there are now approximately two million teachers at work in all types and levels of education, I propose that we hold the line at this number for ten or more years by introducing greater selectivity in whom we admit and whom we retain. If we would do this as a self-disciplined profession, we would make significant progress toward improved quality of instruction.

To make this possible, school systems would need to employ effectively and economically nonprofessional teacher aides, technicians, and specialized professionals in an average ratio of at least one supporting person in the instructional program for each highly educated, carefully selected, well rewarded master teacher. Already, one in five public school teachers is assisted by one or more aides, but mostly on a limited, part-time basis.[4]

The use of full-time and shared assistants and specialists will relieve teachers of much routine drudgery, multiply their effectiveness, and enhance their status. More use of specialists in team teaching is a key to successful individualized instruction. The team concept is certain to grow. The medical profession has developed professional teams in which eleven out of each hundred are reputedly M.D.'s and the others are support per-

[4] *NEA Journal* 56:16; November 1967.

sonnel. By the same token, teachers and school administrators need to be oriented to the view that central staff members, from superintendents to custodians, are all members of the team that supports classroom instruction.

Obviously, the implications of this proposal are large both for local schools and for teacher education. Most of our machinery is geared to resist such an innovation. Only a purposeful teaching profession and an informed citizenry can translate the ideas of greater selectivity and expanded assistance for teachers into reality.

Curriculum Balance

So much has been written and said about the content of undergraduate and graduate courses for teachers that I shall leave the question of proper balance among general studies, academic specialities, and professional courses to others. It is old ground, and in terms of state certification regulations and institutional requirements, often a battleground. So long as we attempt to quantify education by rigid prescriptions of credit hours instead of emphasizing experiences, activities, and accomplishments, jockeying among vested interests for space and consecutive time in the overcrowded curriculum will continue.

Occupational Education

For most of their history, secondary schools, and to some extent elementary schools, have had their curriculums dictated by colleges. Many youngsters who will never attend college are being forced into college preparatory courses because nothing else is available. The time has come for spokesmen and leaders in teacher education to recognize the growing importance of broadly conceived occupational education in an industrial society. For the most part, we in teacher education have been asleep with respect to the world of work and have neglected preparation of teachers to staff vocational training programs. The field of occupational education—after years of malnutrition, second-class citizenship, and low status generally—is coming into its own. Alert teacher preparing institutions will recognize the growing importance of vocational teachers in the comprehensive high school, the post-high school,

noncollegiate technical centers, and the two-year community junior colleges of an industrializing nation. They should similarly develop renewed interest in adult and continuing education and begin to explore the potentialities and problems of proprietary schools, where more money is spent for training than in all of public education.

Preprimary Children

Early child development is proving to be an exciting frontier for teacher education. Bold experiments have modified our notions of what can and should be taught to very young children and have modified our strategies for learning. These enormous gains in knowledge about young children and their capabilities have major implications for curriculum revision ranging from the first grade through the graduate school. If American education is to receive a thorough overhaul, we should break with the past and rebuild from the ground up, not from the top downward.

Innovative programs are now enabling some children three years old to read, write, and reason at levels previously held to be impossible. Head start programs have dramatized the potentialities of culturally disadvantaged children when given enthusiastic and competent teaching, good materials of instruction, a favorable pupil-teacher ratio, and love. Sadly, it is a head start to nowhere for many youngsters in school systems that do not follow through with enriched programs in subsequent schooling.

Soon public kindergartens will be functioning in most states as part of the expanding educational system. The history of this decade must not record that the previously existing content and structure of education were little affected by this development. Colleges and universities can act as an observatory from which to monitor what happens. They can provide the needed research underpinnings for change, and they must stimulate schools to modify old programs.

Teacher Certification

The interests of children, the public at large, and the teaching profession will best be served by two changes in the certification of teachers:

(a) more flexibility in requirements and thus greater flexibility in preparation of beginning teachers, and (b) reciprocal agreements among all fifty states to recognize each other's certifications. To date, twenty-eight states recognize approval by the National Council for Accreditation of Teacher Education as a basis for reciprocity.

Teacher education and the teaching profession are still plagued with unwarranted peculiarities of some state certification regulations. Failure to reciprocate is seriously impeding the free flow and recruitment of teachers. The issue of reciprocity has been wrangled over long enough. The time has come for some kind of nationwide agreement. You in teacher education have a stake in this issue and can aid your graduates by pressing for needed action.

Character Education

The United States is in the throes of agonizing change in almost every realm. None is more basic to the quality of life than the area of moral and spiritual values. Studies of what happens to student values in the collegiate environment are not reassuring.

We have passed through a season of pseudo sophistication during which it was unpopular to do more than engage in sterile philosophizing about the character-molding responsibilities of higher education. Meanwhile, the entire fabric of American life has experienced a frightening increase in crime and lawlessness. Criminal acts are said to be increasing at six times the rate of population growth.

The cost of crime is astronomical. Direct costs to school systems in acts of vandalism, extra guards, and lowered efficiency of instruction are large. If the cost of crime in our society could be cut in half, we could create the schools of which we dream with the savings. Hope lies not in building bigger jails but in crime prevention through more cooperative efforts of education, business and industry, the judicial system, police authorities, and other agencies.

If teachers are to be effective partners in this effort, their preparation programs should recog-

nize that the problem of crime exists, that it is mostly now a youth problem, and that schools are a chief bulwark for prevention.

To orient teachers to their vital role in character development, colleges should turn some of their attention to the plight of the nation's penal and correctional institutions. Almost without exception, we in teacher education think and teach as if the threatening demiworld of crime did not exist. Few of us ever go near a jail, a juvenile court, or an institution for delinquents to discover how limited are their rehabilitative programs and how badly they need our help. We prefer to shut these unpleasant, deeply puzzling matters out of our minds.

When will the full power of the educational enterprise be aimed at the prevention and cure of delinquency? Surely it is not beyond reason to expect teacher education to take a fresh look at its responsibilities.

Research Evaluation

Most of the useful research projects in learning and teaching have been campus-based. Leaders of teacher education spearheaded the drive for increased appropriations for educational research from the federal government. The stimulating effect of this investment has been widely felt.

It would seem logical for school systems, working closely with member institutions of AACTE, to undertake more searching evaluation of education-related research. Neither school teachers nor administrators are able to cope with the quantity of research being reported. Assistance should be given to schools in distinguishing the good from the bad and in communicating more rapidly the operational implications of our most valid and significant research.

Careful assessment of the research which professors engage in and renewed effort to act upon the best of it are essential if financial support for educational research is to continue in the dimension needed. Philanthropic foundations and governmental agencies have alternative uses for their resources. We in education cannot afford, nor can communities, a lessening of interest and investment in research to improve the educative

process. But there must be clearer evidence than now exists that research findings are influencing teachers, schools, and the preparation of teachers. Otherwise, the compelling needs for research in important areas such as population, communication, urban studies, manpower, rural life, and government itself may preempt available funds.

A New Laboratory School

The colleges and universities that educate teachers have long confronted two problems, one internal and the other external. Internally, much progress has been made over the past twenty years in combining more effectively the strengths of the academic disciplines and the departments and schools of education. We have not yet achieved Utopia, but dialogue, interface, interaction—call it what you will—has improved measurably.

Externally, the relations between institutions that prepare teachers and school systems in their vicinity leave much to be desired. Despite notable exceptions, the chronic complaint persists that too many professors—especially in the academic disciplines, but also in professional education—spend little or no time in elementary and secondary schools and are really out of touch with education's mainstream. To the extent that the allegation is correct, teacher education fails to employ the one means it has to make preparation programs real and relevant.

An exhortation to college administrators and professors to spend more time in local schools and in visiting notable ones in other regions would be wasted effort. All professors think they are fully occupied, and many are heavily over-committed. What could make a difference is an organic tie between a school system and an institution teaching teachers, a linkage that supplements and goes beyond the usual arrangements for supervised student teaching.

In my judgment, we are soon to see a few trial arrangements consummated by local authorities for the management and operation of public schools by profit-making organizations in the so-called "knowledge industry." Where results of

traditional management of schools have been poor, perhaps this radical approach deserves a try.

If industrial corporations can enter into contracts with school boards for the conduct of schools, so can universities and colleges. The latter already advise schools on how to conduct their business, so presumably they have the know-how to execute as well as to consult. Recently a contract was signed between Antioch College and the Washington, D.C., school system for the operation by Antioch of the Morgan Elementary School "in consultation with a community school board." [5]

To put colleges preparing teachers squarely into the deepest, most vital domestic issue that faces our nation, I propose that each member institution of AACTE seek to enter into a contract for the operation of a new type of laboratory school. This contract would involve management, not of the best school or even a mid-range school, but of one beset by problems. Where a ghetto-like environment needs improvement, a school serving that area would be a desirable one to consider.

Why an underprivileged school? For one thing, school systems need less help in the management of learning for bright, culturally privileged children. The usefulness, and therefore the justification, to a doubting school board or citizenry would come from the chance to turn a difficult situation into a hopeful one. Schools struggling to succeed in racial desegregation of their faculties and students need help throughout this country. Amid all the current unrest over civil rights, some things need to be working out well. Success in the schools will do more than anything else to bring cessation of hostility and a sense of positive accomplishment.

The advantage to the contracting higher institution is in the enlarged opportunity such a contract, properly drawn, can provide for experimentation, for preparation of young teachers who expect to teach in similar situations, for a new kind of relationship of professors to schools, and for the vitalization of teacher preparation.

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[5] Jacoby, Susan. "National Monument to Failure." *Saturday Review* 50:19; November 18, 1967.

For the school system, such a contract could do much to change the image of the ghetto school from that of a place where teachers do not want to go because of lack of resources and support with which to meet problems to that of a place where the action is: a school bursting with the excitement of new ideas, new resources, and a new kind of prestige. The value of a contract laboratory school as a change agent in the educational system could be substantial.

In consultation with school system officials, the college would be given freedom to select teachers and administrators and to make curriculum changes. Given this freedom, it is to be hoped that new approaches which would normally require years to achieve through system-wide consideration might be introduced more readily.

The not always whispered plaint of people in teacher education is, "If we only had the authority to. . . ." The contract school could be the proving ground for ideas as varied as team teaching with its use of para-professional aides and specialists, electronically equipped classrooms with computer-assisted instruction, an advanced guidance system, ungraded classes where pupils work at their individual rates of learning, and a year-around program.

Here would be opportunity to explore how children learn from each other through self-motivation, self-directed learning, and team *learning* as well as team *teaching*. Here would be offered a chance to explore what happens when children are involved as genuine partners in planning their learning experiences. Here could be created in miniature the open, democratic society in which teachers and children of any race, color, or creed can grow and prosper.

Where traditional methods have failed, this new contract school would demonstrate the power of the self-concept in learning and seek to involve parents deeply in the further understanding of their children and themselves. In administration, the new role of the school principal could be more nearly that of coordinator of the faculty for instruction than that of caretaker for the central administration.

With such a school as I have proposed, we would have new hope for meeting the rising expectations of people who live in the ghetto and for helping to change the ghetto into something better. In the process, teacher education would change in a desirable and an indelible way.

And in Conclusion

It is indeed a high privilege to address you ladies and gentlemen who are the "movers and shakers" in teacher education. Your institutions have the tools and the leverage with which to attack the major problems of the human condition. You have the influence and the responsibility to see that your institutions apply their full resources to the problems and goals of our nation's schools.

If your task has been difficult in the past, the dual factors of rising expectations and new demands will make your effective performance more compelling in the future. Never has teacher education been closer to the "eye of the storm" in our society. Never has it been more urgent to help individuals find personal fulfillment, to help rebuild communities, to help achieve our national purpose, and to help create a rational world.

The challenge to teacher education is awesome, but it can be met by men and women who possess the four C's: concern, courage, competence, and charisma. The fundamental question is not, What can we do? It is, What will be our response?

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION is a national voluntary association of colleges and universities organized to improve the quality of institutional programs of teacher education. All types of four-year institutions for higher education are represented in the present membership. These include private and church-related liberal arts colleges, state teachers colleges, state colleges, state universities, private and church-related universities, and municipal universities. The teacher education programs offered by the member institutions are varied. One uniform theme dominates—*the dedication to ever-improving quality in the education of teachers.*

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